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ABSTRACT

This study assesses the attitudes of preservice teachers toward the teaching of social studies/history in the elementary school. The study was conducted at a state university in southeastern Pennsylvania. Eighty-two participants in the study were enrolled in three sections of a junior block social studies methods course in the spring of 1995. All participants were enrolled in an elementary education certification program and were required to take the course. A survey of 40 statements/questions with an accompanying Likert Scale was developed for this study. Survey contents focused on the amount of college social science course work taken outside the education department, attitudes toward American history, recollections of participants' elementary school experiences in the social studies, observation of classroom social studies instruction, anticipated social studies methods to be used, and knowledge of primary source information. Findings from the survey include: (1) little visitation to historical places by preservice teachers; (2) preservice teachers reported negative elementary social studies experiences in their recollections; (3) participants lacked exposure to forms of historical literature; and (4) preservice teachers desire to use techniques consistent with positive social studies instruction in their future classrooms. The survey questions and data analysis are included in appendices. (EH)

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ED 398 097

Preservice Teachers' Attitudes Concerning Elementary Social Studies Instruction

A Thesis
Presented to the Faculty of the
Graduate School of
Millersville University of Pennsylvania

In Partial Fulfillment
of the requirements for the Degree
of Master of Education

SO 026 314

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August 1995

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Definitions

Preservice teacher- a student enrolled in their junior block assignment as part of their teacher certification program.

Observation- the act of a preservice teacher viewing a practicing teacher in order to gain insights into the art of teaching.

Methods Course-a college course required of preservice teachers that discusses subject methodologies.

Hypothesis

Preservice teachers' current attitudes are developed as a result of past elementary experiences and observed practices of experienced teachers.

Null Hypothesis

Preservice teachers' attitudes towards elementary social studies instruction are developed as a result of other not mentioned experiences

Chapter I

Chapter I

The Problem

This study will assess the attitudes of preservice teachers toward the teaching of social studies/history in the elementary school. A large body of research exists concerning successful methods of social studies/history instruction in the elementary grades. There appears to be an absence however, of research dealing with the successful training of qualified elementary teachers of social studies/history. Too often history in the elementary school is neglected by the classroom teacher due to curricular restraints, lack of time, and lack of personal interest (Dobyns, 1992; Risinger, 1992; Stark et al. 1987; York, 1992). Elementary teachers become overburdened by the pressure of language arts and mathematics instruction(Alter, Denworth, 1990). Even with the push to integrate the subjects, social studies/history still remains neglected in many schools.

What are the attitudes of preservice teachers towards social studies/history instruction? How are they trained in the instruction of social studies content? If we trace the development of social studies/history curriculum in the elementary school, clues can be distinguished. One prominent problem is the unclear definition of social studies. Political and special interest group disagreements have created a controversy about determining the content of the elementary social studies curriculum (Beck, Mckeown, 1988; Patrick 1990).

Knowledge of the origins of social studies/history curricula development may give critical insights into the problem. The Committee on Social Studies in 1916 created the social studies agenda that rejected the traditional history program of American public schools. Before that, history was the core of the public schools' social science curriculum (Saxe 1992).

The loss of history as the core of the social studies curriculum can be traced to the social welfare movement of the late 19th century and early 20th century. In 1893, the National Education Association committee drafted a history curriculum, which was supported by the American Historical Association (1899) (Clarke et al. 1990; Saxe 1992). At that time, there were influential members in both organizations (NEA and AHA) that criticized the approach. They were not interested in eliminating history from the curriculum, but what followed is directly linked to this dissatisfaction.

The majority of people associated with the shift in emphasis from history to a social science based approach came from a sociological framework. As more sociological oriented people became involved with the social studies emphasis, history as a core became a casualty of the Committee on Social Studies of 1916 (Saxe 1992). Concerned with the growth of industry and technology, these factions saw a need to help the poor, and better educate children to help cope with the major changes in America. Indeed, they reasoned, citizenship could be better developed through a social studies base rather than traditional history instruction.

Once in place, the new social studies curriculum was strengthened in the 1930s by Paul Hanna (Clarke et al. 1990; Ravitch, 1987). Concerned with the Great Depression, Hanna conceptualized a curriculum that would emphasize one's self and expand to the greater community. Hanna's curriculum became known as the expanding environments approach. An example of the approach is recognized in some 2nd grade classrooms. Second grade children traditionally begin with the study of their surrounding community. Theoretically, this approach would help children be better able to help with the economic problems brought on by The Great Depression. However, Ravitch (1987) states, "the expanding environments approach was established not as a result of the findings of cognitive or developmental psychology, but as a result of specific social and political values."

At the time of Diane Ravitch's research in 1987, she found the expanding environments curriculum was used throughout the fifty states. The argument has been made that the expanding environments curriculum lacks pertinent substance and ineffective child development goals (Patrick, 1990; VanSledright, Brophy 1992). Studies by Pajares, (1992) and Mahlios, (1995) concluded that some teaching practices continue despite being counterproductive. Unfortunately, most preservice teachers were themselves exposed to this expanding environments curriculum.

Have preservice teachers' own school experiences contributed to the development of their attitudes towards the social studies curriculum? At the college level what is being done to remedy this situation? How can teacher educators create an interest where a void exists? If there is a lack of competent elementary teachers of social studies/history, the possibility of positive attitude modification may begin with a venture into preservice teachers' past elementary experience with history and social studies.

Influences on preservice teachers' attitudes about the importance of elementary social studies may also be attributed to: ineffective role models; poor development of content; and lack of meaningful debate in social studies methods courses (Beck, McKeown, 1988; Dennenberg, 1995; Hollingsworth, 1989; McDermott et al, 1995).

Preservice teachers' attitudes about their teaching practices are influenced by prior educational experience (Holt-Reynolds, 1992). Most preservice teachers have come from the expanding environments curriculum, where exposure to appropriate role models could be limited. These role models can be present in methods courses and also as mentor teachers (previous teachers of social studies, pre-student teaching and student teaching supervisors, colleagues in first job).

Another important issue which reflects the earlier discussion on elementary social studies curriculum pertains to ineffective social studies content. Knowing that an accurate knowledge base is

essential for effective instruction, preservice teachers that lack current knowledge may unknowingly transmit trivial or inaccurate information to students (Hollingsworth, 1989). Beck and Mckeown (1988) found that a preservice teacher's depth of prior knowledge sometimes is "consistent with the material being presented." A similar example is that preservice teachers are afraid to admit their limitations of knowledge therefore transferring inappropriate concepts (Holt- Reynolds, 1992).

The last issue of concern in this study is the role of the preservice teacher in methods courses. A methods course that only presents the structure of social studies content may limit a preservice teacher's instructional knowledge base. Contained within the methods course, preservice teachers should be introduced to a variety of elementary social studies textbooks. A discussion of certain inadequacies contained within in these textbooks may enlighten a preservice teacher's knowledge base. The preservice teacher can then make an informed decision when planning to use social studies textbooks as part of their instructional time. The use of inadequate textbooks combined with inadequate knowledge can lead to unclear presentations of material that "fails to promote connections" (Beck McKeown 1988).

A suggested remedy can be introduced in methods courses. Educated debate concerning social studies curriculum development is one possible solution. The debate can be in the form of discussions that question the legitimacy of certain instructional techniques within the

field of elementary social studies. Debate in social studies methods courses should not be avoided (Dennenberg, 1995; Harwood, Hahn, 1990). Preservice teachers should be engaged in discussions that relate to the nature and accuracy of social studies content in the elementary grades. The lack of other forms of text may stimulate the use of inappropriate content (Beck, McKeown 1988).

In summary, preservice teachers' attitudes can be affected by numerous inappropriate experiences. Realizing that preservice teachers relate past educational experiences of poor quality because of inadequate teaching methods, (Holt, Reynolds, 1992) identification of preservice teachers' attitudinal origins may be the first step in the preparation of preservice elementary social studies teachers.

Chapter II

Chapter II

Review of Literature

Curriculum reform in social studies elementary education is a controversial issue. Government reports have generated recommendations as have many private special interest groups. These special interest groups are usually formed at the grassroots level. Their concerns can range from elementary textbook content to controversial interpretations of historical events. Although this criticism is healthy, the root of the problem seems to be neglected. The research that has been done and presented neglects the development of the preservice teacher. This neglect was noted by Dilworth and Imig (1995), when they concluded that curriculum reforms rarely are issues discussed in the development of preservice teachers.

There is a multitude of information on curriculum reform. In the elementary social studies curriculum, changing the expanding environments approach ranks as a priority among reformers. How will preservice teachers be prepared to implement the reforms? As many national surveys have indicated in the past years, high school graduates lack much of the common knowledge associated with American history. These same high school graduates of today will be the preservice teachers of tomorrow. Although the debate focuses on elementary curriculum reform, this research will focus on identifying factors which may influence attitudes of preservice teachers. These

factors might include: expanding environments curriculum; past elementary experience; and role model exposure.

A study by Hollingsworth (1989) found "thematic patterns where prior beliefs supported preservice teachers' attitudes towards instruction." Students' poor attitudes towards social studies and their lack of attained content have been linked to the expanding environments curriculum (McGowan, 1987). Teacher educators must identify the inappropriate attitudes within the preservice teacher, and adopt methods courses that will address the concerned issues (Hollingsworth, 1989; Mahlios , Maxson, 1995; McDermott et al. 1995).

Current research has found that exposure to historical literature, primary source involvement, current event analysis, and appropriate role model identification can impact the attitude of students of social studies(Clarke et al. 1990; Hoge, 1986,1988; Ravitch, 1995; Risinger, 1995). Although this research has been conducted .with elementary students, the findings have applicability to the education of preservice teachers.

The issue of preservice teachers' attitudes towards historical literature is the first issue of concern. Research indicates that exposure to certain types of historical literature can have a positive affect on students (Hoge 1986,1988; Risinger, 1986, 1995). Historical literature encompasses biographies, autobiographies, historical fiction, narratives, and textbooks. Proper use of the above

mentioned creates connections that are essential in the study of history(Mullins, 1990). Biographies and autobiographies have the possibility to humanize historical figures (Mundi, 1990). Historical fiction's emphasis on story development rather than fact analysis can reduce anxiety students have associated with long memorization of names and dates.

The literature suggests that heavy reliance on social studies textbooks, as the main source of content, tends to be unexciting and sometimes boring to elementary school students. Some of these textbooks dull the student's mind with dry content and are heavy with fact presentation that often lacks controversy. This lack of controversy may stagnate critical thinking skills. The careful analysis of historical figures and the effects of decisions they made are not examined. Textbooks present the "he did this and this is what happened" maxim. Students of this format must accept this information, and analysis of other effects is lost. A remedy to this situation can be the use of narrative (first person accounts of actual historical events) history (Alter , Denworth, 1990; Hunter, 1994; Risinger, 1986,1995). The narrative can then be analyzed by the student and inferences or conclusions can be drawn by the student. The use of narrative literature can also bring history alive. A student that reads the personal letters of a Civil War soldier can experience that soldier's life. The war becomes a real event, not something in the vague past.

A second issue that may help expose the attitudes of preservice teachers is their knowledge of primary source information. Primary source information is defined as original items of historical importance. Professional historians greatly value the usefulness of primary source information. The historian will use this information to process summary accounts of historical events. Are preservice teachers aware of primary source information? If they were exposed would this help in their development? Experts have agreed that students in the elementary school have increased their learning and have rated social studies as more interesting when using primary source information (Risinger, 1995).

A third issue of concern brings into focus the use of current event analysis. Keeping track of life's events outside of one's personal world may seem unimportant to the student. However, educators that have made appropriate use of current events instruction report more empathy in students' attitudes towards social studies instruction. The preservice teacher also has an obligation to be aware of current events. Discussion in the classroom may bring to the forefront an issue prominent in current events. Does exposure to current events help with the positive attitude development of preservice teachers?

Lastly, role models influence on preservice teachers may contribute to positive attitude development. Preservice teachers "tended to adopt or map philosophies" congruent with these of former teachers and professors. Additional pressure can come from the preservice

teacher's perceived need to conform to supervisors' expectations (Hollingsworth, 1989). Preservice teachers are exposed to numerous role models during their educational development. If preservice teachers witness inappropriate instruction; does this have an affect on their attitudes; and would it affect the way they teach their students?

Prior research has demonstrated the need to identify preservice teachers' attitudes towards instruction (Dilworth, Imig, 1995; Hollingsworth, 1989; Mahlios , Maxson ,1995). Mahlios and Maxson (1995) found that preservice teachers had strong beliefs about education and distinctly remember their own elementary experiences. In 1995 McDermott et al. concluded, that inquiries into preservice teachers' past educational experiences may be insightful for teacher education programs.

This study focused on assessing the attitudes of preservice teachers towards social studies instruction. In developing the survey instrument, statements were included that tried to assess the development of preservice teachers' attitudes concerning social studies in the elementary school. Prior research has indicated several factors crucial in development of positive attitudes towards history instruction. Varied instructional techniques, use of historical literature, primary source involvement, and positive role model identification are among the identified (Clarke et al. 1990; Hoge, 1986,1988; Ravitch, 1995; Risinger, 1995). This present study will seek to determine the extent to which varied instructional

techniques, use of historical literature, primary source involvement, and positive role model identification have been part of the educational experience of preservice teachers.

Chapter III

Chapter III

METHOD

Setting

The study was conducted at a state university in Pennsylvania, located in the southeastern area of the state. Current enrollment is 7500 students. At the time of the study, two thirds of the student body were full time degree seeking undergraduates . Ten percent were enrolled in graduate studies; and the rest were part-time students. Only half of the university applicants for full-time studies are admitted. One in twelve students is a member of a racial/ethnic minority, and one in four is over 25 years old. Thirty eight percent of the student body are from the local county; 55 percent from elsewhere in Pennsylvania; 6 percent from out of state; and 1 percent from foreign countries. Just over half the full-time undergraduates live in campus residence halls, with the rest commuting from home or living nearby.

Population

The 82 participants in this study were enrolled in three sections of a junior block social studies methods course in the spring semester of 1995. All participants were enrolled in an elementary education certification program and were required to take this course. Before admission to professional education, regulations require each student possess a 2.5 G.P.A. Other than this requirement, the 82 participants of the study were a comparable sample of the overall University population.

The survey was administered at the beginning of each of the three class periods. Upon entering the classroom, attendance was taken and directions for the survey were given at that time. A few questions were posed by the participants.

Instrument

A survey consisting of 40 statements/questions with an accompanying Likert Scale was developed for this study. Included items were developed as a result of conferences with the social studies methods instructor; a university statistics professor; and a review of current literature. Particular emphasis was given to these which showed that elementary teachers tended to neglect social studies instruction(Dobyns, 1992; Risinger, 1992; Stark et al. 1987; York, 1992).

The survey contents consisted of : three questions assessing the amount of college social science course work taken outside of the education department; seven questions about the participants' current attitudes towards American history; ten questions/statements concerned with the participants' recollection of their own elementary school experience with social studies instruction; three statements concerned with the participants' classroom observations of social studies instruction. Also included were seven questions/statements used to assess the participants' anticipated social studies methods upon receiving their first job; and

ten statements used to assess the participants' knowledge of primary source information.

The participants took approximately 15 minutes to complete the survey. Responses to the statements/questions were recorded on the actual surveys, and then again on scantron cards. The use of scantron computing techniques was used to help in the analysis of the data.

Chapter IV

Chapter IV

Results

The data collected was organized into percentages and frequencies for each response of the survey in the Likert scale . The survey data was then organized into frequency distributions with accompanying frequency histograms. The below discussion lists each survey item and percentages. The data is organized into tables consisting of five cells that correspond to each level of the Likert Scale. Using a five unit scale an indication of a three was considered to be neutral. Actual frequency distributions and frequency histograms are listed in the appendices.

Tables and Survey Results

Table I *Amount of Social Studies courses taken by preservice teachers*	
Indicate the amount of Social Science courses (History, Geography, Sociology, Economics, Political Science, etc.) taken at college.	
	Average Total 2.3
Of those courses how many were history (World, National, Local etc....) courses?	
	Average Total *1.8*
Of the history courses how many were related to American History (National, state, local)?	
	Average Total *1.3*

Discussion, Questions 1-3

Although one was not an option on the original survey, participants noted the need to indicate 1 as a response. Participants were told to write in the number of courses for each of the three questions. The totals were summed and averaged by the researcher.

Table II

Preservice teachers' interests

(1 2 3 4 5) 1 being most interested, 5 being no interest at all

What is your interest level in American history?				
1	2	3	4	5
12.2%	*24.4%*	*39.0%*	*23.2%*	*1.2%*
What is your interest level in American biographies?				
1	2	3	4	5
4.9%	*25.6%*	*39.0%*	*25.6%*	*4.9%*
What is your interest level in historical fiction?				
1	2	3	4	5
15.9%	*31.7%*	*28.0%*	*17.1%*	*7.3%*
What is your interest level in current events?				
1	2	3	4	5
24.4%	*42.7%*	*22.0%*	*9.8%*	*1.1%*

Discussion

The participants of this survey indicated a moderate interest level in American history. The distribution for the statement pertaining to American biographies demonstrated an even distribution, with 3 receiving the majority of the responses. Also, participants ranked their level of interest in historical fiction and current events in the high end of the scale.

Table IV *Preservice teachers' own elementary school experiences*				
(1 2 3 4 5) 1 being always, 5 being never How often did you receive history instruction on a daily basis?				
1	2	3	4	5
12.2%	*26.8%*	*41.5%*	*18.3%*	*1.2%*
During this instruction we used a social studies textbook...				
1	2	3	4	5
69.5%	*20.7%*	*7.4%*	*1.2%*	*1.2%*
When using the textbook we were assigned to independently read the passage...				
1	2	3	4	5
28.0%	*39.0%*	*19.5%*	*11.0%*	*2.5%*
During history instruction the teacher used biographies of famous Americans...				
1	2	3	4	5
0.0%	*8.5%*	*19.6%*	*45.1%*	*26.8%*
During the school year we went on field trips to historical places...				
1	2	3	4	5
4.9%	*18.3%*	*31.7%*	*28.0%*	*17.1%*
During the school year we had guest speakers talk about personal experiences of historical importance in which they lived.				
1	2	3	4	5
1.2%	*0.0%*	*9.8%*	*28.0%*	*61.0%*

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Table V

Preservice teachers' perceived importance of elementary history

(1 2 3 4 5) 1 being most, 5 being least

Please indicate by rank, the popularity of history instruction in comparison with the following school subjects...(Reading, Language Arts, Math, and Science)

1	2	3	4	5
3.7%	*4.9%*	*34.1%*	*36.6%*	*20.7%*

Please indicate by rank the importance of history instruction in comparison with other school subjects...(Reading, Language Arts, Math, and Science)

1	2	3	4	5
0.0%	*13.4%*	*37.8%*	*30.5%*	*18.3%*

Please indicate by rank the importance of history instruction in your elementary school (Please be aware that this means in your school, not individual classroom) in comparison with other school subjects...(Reading, Language Arts, Math, and Science)

1	2	3	4	5
0.0%	*6.1%*	*46.3%*	*35.4%*	*12.2%*

Table VI

Preservice teachers' elementary school experience with current events

(1 2 3 4 5) 1 being always, 5 being never

History instruction in the elementary school was integrated with current events...

1	2	3	4	5
4.9%	*19.5%*	*31.7%*	*23.2%*	*20.7%*

Discussion

An analysis of the results of the preservice teachers' own elementary social studies experiences suggests factors that may influence preservice teachers attitudes. Participants indicated that they did receive social studies instruction on a regular basis and were required to use an assigned text. The participants indicated that assignments during social studies instruction were independent readings with low integration of American biographies. Field trips

and guest speakers were rarely used to supplement instruction. Discussion of current events topics was ranked low by the participants of this study.

The respondents indicted a low popularity and importance level of history instruction. The importance of history instruction in the school a respondent attended also received a low ranking.

Table VII

Preservice teachers' observed perceptions of practicing teachers

(1 2 3 4 5) 1 being most, 5 being least

Please indicate by rank, the popularity of history instruction in comparison with the following school subjects...(Reading, Language Arts, Math, and Science)				
1	2	3	4	5
0.0%	*9.8%*	*34.1%*	*34.1%*	*22.0%*
Please indicate by rank the importance the teacher you observed, placed on history instruction in comparison with other school subjects...(Reading, Language Arts, Math, and Science)				
1	2	3	4	5
3.7%	*7.3%*	*28.0%*	*39.0%*	*22.0%*
Please indicate by rank the importance of history instruction at the elementary school in which you observed in comparison with other school subjects... (Reading, Language Arts, Math, and Science)				
1	2	3	4	5
1.2%	*3.6%*	*36.6%*	*36.6%*	*22.0%*

Discussion

Respondents indicated similar results to the same three statements mentioned earlier, but in the context of observed practices while training as a preservice teacher. Respondents, indicated that in their observations of practicing teachers, history occupied a low level of popularity and importance.

Table VIII *Preservice teachers' anticipated teaching practices* (1 2 3 4 5) 1 being always, 5 being never				
How often will you give American history instruction on a daily basis?				
1	2	3	4	5
11.0%	*57.3%*	*29.3%*	*2.4%*	*0.0%*
How often will you use the district assigned Social Studies textbook?				
1	2	3	4	5
0.0%	*8.5%*	*53.7%*	*37.8%*	*0.0%*
When using this textbook how often will you require the students to independently read the lesson.				
1	2	3	4	5
0.0%	*7.3%*	*20.7%*	*56.1%*	*15.9%*
When planning for American history lessons, I will use biographies of famous Americans.				
1	2	3	4	5
34.1%	*45.1%*	*17.1%*	*2.4%*	*1.3%*
Field trips to historical places will take place...				
1	2	3	4	5
20.7%	*45.1%*	*32.9%*	*1.3%*	*0.0%*
When possible I will use guest speakers to talk about personal experiences of historical importance in which they lived.				
1	2	3	4	5
46.3%	*46.3%*	*3.7%*	*3.7%*	*0.0%*
(1 2 3 4 5) 1 being always, 5 being never				
History instruction in the elementary school will be integrated current events...				
1	2	3	4	5
48.8%	*43.8%*	*3.7%*	*0.0%*	*3.7%*

Discussion

Results for the category of anticipated social studies methods indicate a strong desire to implement proven social studies methods. Upon receiving their first employment as an elementary teacher, participants of this study indicated a desire to give American history instruction on a daily basis. In reference to the use of the district assigned text and required independent reading, respondents demonstrated desire to move away from the directed reading lesson that utilizes an assigned social studies text. The integration of biographies, field trips and guest speakers was also an area that respondents felt they would utilize more often. Finally, the integration of current events received high indicators of planned use.

Primary Source Identification

1) Musket ball unearthed at Gettysburg Battlefield.

Primary Source	No
73.2%	*26.8%*

Primary Source is the correct response.

2) General Ulysses S. Grant's memoirs.

Primary Source	No
86.6%	*13.4%*

Primary Source is the correct response.

3) Text written after the Battle of Gettysburg

Primary Source	No
18.3%	*81.7%*

No is the correct response.

4) A private soldier's letters home.

Primary Source	No
90.2%	*9.8%*

Primary Source is the correct response.

5) An historian's analysis of Lincoln's Gettysburg Address.

Primary Source	No
20.7%	*79.3%*

No is the correct response.

6) Robert E. Lee's battle plans.

Primary Source	No
90.3%	*9.7%*

Primary Source is the correct response.

7) Overview of the Battle of Gettysburg by the National Park Service.

Primary Source	No
15.9%	*84.1%*

No is the correct response.

8) Documentary film on the Battle of Gettysburg.

Primary Source	No
23.2%	*76.8%*

No is the correct response.

9) Interviews with veteran soldiers of the Battle of Gettysburg.

Primary Source	No
90.2%	*9.8%*

Primary Source is the correct response.

10) Painting of Picket's Charge

Primary Source	No
25.6%	*74.4%*

No is the correct response.

Discussion Primary Sources

The participants of the study were able to achieve relatively high marks in this section of the survey. However, it should be noted that an introductory paragraph explaining in detail , primary source identification was given to all participants of the study.

Chapter V

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Chapter V
Conclusions , Limitations, and Proposed Research

Conclusion

The preservice teachers that participated in this study revealed a general interest in social studies/history. Oddly though, statements that required respondents to report the frequency of visits to historical places showed little visitation by preservice teachers. This could be linked to the preservice teachers' lack of elementary school field trips. (See Table IV)

The preservice teachers that participated in this study reported that their own elementary social studies experience was similar to the negative practices reported by previous researchers. While observing practicing teachers during social studies instruction, participants were also exposed to negative practices, but indicated a desire not to perform in such a way when they received their first job as an elementary teacher.

Participants also lacked exposure to forms of historical literature. As mentioned by previous researchers, this void causes a negative attitude towards history instruction. Responses in Table IV of this study support their findings. The use of historical literature provides meaningful background to historical events and places. The absence of this exposure may also have contributed to the preservice teachers' lack of visitation to historical places. (See Table III)

This study does support the assumption that most preservice teachers were exposed to inadequate methods of social studies instruction. However, in the context of this study, the degree to which this influences preservice teachers can not be obtained. Conversely to the assumption that preservice teachers will model equally their past experiences in educational development, this study demonstrates a preservice teachers' desire to use techniques consistent with positive social studies instruction.

Future Research

This study was done in attempt to assess preservice teachers' attitudes towards social studies/history instruction in the elementary school. Numerous unanswered questions still exist about the origins of their attitudes and the degree to which these attitudes influence the preservice teacher. A closer look at the content of preservice teachers' methods courses may reveal other influences on attitude development. A preservice teachers' peer group within the curriculum of elementary education may reveal further information on the development of attitudes towards elementary social studies instruction.

A continuation of this study is proposed. Revision of survey items and the order in which they occur is needed. Using the results of the revised survey, respondents would be divided into high and low groups. Data would then be analyzed to locate any correlations between the two groups.

Also, a pre-post test survey is proposed for analysis prior to the beginning of the social studies methods course and upon completion. Data should reveal the degree to which the methods course influenced preservice teachers' responses to survey items.

For the purpose of distinguishing differences between practicing teachers and preservice teachers, administering the survey to each groups could help determine the time at which teachers change their attitudes towards social studies/history instruction.

A follow up survey after a preservice teacher's first year of employment could be used to monitor any attitude change that takes place in the preservice teacher's and practices.

A larger scale study consisting of preservice teachers from two different universities could be used to determine the difference of attitude development within two different populations.

Limitations

1) The survey participants were in the eighth week of a social studies methods course. Their participation in this course may have influenced responses to statements that dealt with anticipated practices upon receiving employment as an elementary teacher.

2) On statements that required participants to remember their own elementary experience, flexibility should be given to interpretation of memories. The validity of such responses may be limited.

3) This research used an available group which may not be representative of the total population of preservice teachers.

4) Survey item arrangement may have influenced later responses to survey statements. Exposure to statements that required respondents to recollect on their own experiences may have prompted them to respond differently to items later in the survey.

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Appendix I

Original Survey

Please read the following three statements and indicate the correct amount of Social Science courses by circling the appropriate response.

Amount of Social Science courses taken at college. 2 4 6 8 more than eight:

Of those courses how many were history (World, National, Local etc....) courses? 2 4 6 8 more than eight:

Of the history courses how many were related to American History (National, state, local)? 2 4 6 8 more than eight:

QUESTIONS RELATED TO PRESENT ATTITUDE ABOUT AMERICAN HISTORY

The next four questions relate to your interests in the subject of history. Please use the rating scale provided below to assess your interests.

(1 2 3 4 5) 1 being most interested, 5 being no interest at all

1) What is your interest level in American history? 1 2 3 4 5 :

2) What is your interest level in American biographies? 1 2 3 4 5:

3) What is your interest level in historical fiction? 1 2 3 4 5:

4) What is your interest level in current events? 1 2 3 4 5:

The next three questions deal with <u>your experiences</u> at historical places of interest. Use the rating scale provided to assess your responses. Circle the number that best represents your experiences.

(1 2 3 4 5) 1 being quite frequently, 5 being never.

1) How often do you visit local historical sites? 1 2 3 4 5:

2) How often do you visit state historical sites? 1 2 3 4 5:

3) How often do you visit national historical sites? 1 2 3 4 5:

(SET 2) QUESTIONS RELATED TO IMPORTANCE OF AMERICAN HISTORY IN ELEMENTARY SCHOOL

The next set of statements deal with your personal experiences with history instruction, as you were exposed to it when <u>you were in elementary school</u>. Please use the following rating scale to assess your responses to the following statements concerning your personal experiences while attending elementary school.

(1 2 3 4 5) 1 being always, 5 being never

1) How often did you receive history instruction on a daily basis?
   1 2 3 4 5:

2) During this instruction we used a social studies textbook...
   1 2 3 4 5:

3) When using the textbook we were assigned to read the passage...
   1 2 3 4 5:

4) During history instruction the teacher used biographies...
   1 2 3 4 5:

5) During the school year we went on field trips to historical places...
   1 2 3 4 5:

6) During the school year we had guest speakers talk about personal experiences of historical importance in which they lived.
   1 2 3 4 5:

The following three statements deal with the importance and popularity of history instruction as you experienced it while attending elementary school. Please use the following rating scale to assess your responses to the following statements.

(1 2 3 4 5) 1 being most, 5 being least

7) Please indicate by rank, the popularity of history instruction in comparison with the following school subjects...(Reading, Language Arts, Math, and Health)
1 2 3 4 5:

8) Please indicate by rank the importance of history instruction in comparison with other school subjects...(Reading, Language Arts, Math, and Health)

1 2 3 4 5:

9) Please indicate by rank the importance of history instruction in your elementary school in comparison with other school subjects... (Reading, Language Arts, Math, and Health)

1 2 3 4 5:

The last statement deals with the integration of current events and history instruction as you experienced while attending elementary school. Please use the following rating scale to assess your response to the following statement.

(1 2 3 4 5) 1 being always, 5 being never

10) History instruction in the elementary school was relevant to current events...
1 2 3 4 5:

(SET 3) QUESTIONS RELATED TO TEACHING HISTORY IN THE ELEMENTARY SCHOOL UPON RECEIVING FIRST JOB OR HAS OBSERVED DURING PERVIOUS BLOCK ASSIGNMENT

The following three questions deal with the importance and popularity of history instruction as you have observed in previous block sessions. Please use the following rating scale to assess your responses to the following statements.

(1 2 3 4 5) 1 being most, 5 being least

1) Please indicate by rank, the popularity of history instruction in comparison with the following school subjects...(Reading, Language Arts, Math, and Health)
   1 2 3 4 5:

2) Please indicate by rank the importance of history instruction in comparison with other school subjects...(Reading, Language Arts, Math, and Health)

   1 2 3 4 5:

3) Please indicate by rank the importance of history instruction in comparison with other school subjects... (Reading, Language Arts, Math, and Health)

   1 2 3 4 5:

You are to answer these questions with a response that describes how you will address these issues upon receiving your first teaching job. Please use the following rating scale to assess your responses to the following statements.

(1 2 3 4 5) 1 being always, 5 being never

4) How often will you give American history instruction on a daily basis?
   1 2 3 4 5:

5) How often will you use an assigned textbook?
   1 2 3 4 5:

6) When using this textbook how often will you require the students to read the lesson.
   1 2 3 4 5:

7) During history instruction I will use biographies of famous Americans.
1 2 3 4 5:

8) Field trips to historical places will take place...
1 2 3 4 5:

9) When possible I will use guest speakers to talk about personal experiences of historical importance in which they lived.
1 2 3 4 5:

The last question deals with the integration of current events and history instruction as <u>you plan to implement upon receiving your first teaching job</u>. Please use the following rating scale to assess your response to the following statement.

(1 2 3 4 5) 1 being always, 5 being never

10) History instruction in the elementary school will be relevant to current affairs...
1 2 3 4 5:

The next section deals with primary sources of information related to American history. Primary sources are items that present first person view points, portray actual pictures, represent actual correspondence, and are unbiased in their portrayal of the originator. Primary sources are not second hand accounts delivered by the third person, artists renditions of events, text accounts by a second party. As you read the following entries, if you think the description is a primary source, please circle primary source. If you do not think the description is a primary source circle no. The following entries deal with the American Civil War.

1) Musket ball unearthed at Gettysburg Battlefield.
Primary Source No

2) General Ulysses S. Grant's memoirs.
Primary Source No

3) Text written after the Battle of Gettysburg
Primary Source No

4) A private soldier's letters home.
Primary Source No

5) Historians' analysis's of Lincoln's Gettysburg Address.
Primary Source No

6) Robert E. Lee's battle plans.
Primary Source No

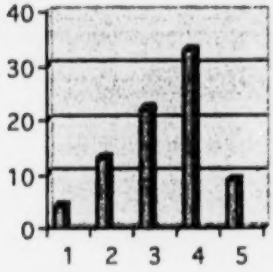
7) Overview of the Battle of Gettysburg by the National Park Service.
Primary Source No

8) Documentary film on the Battle of Gettysburg.
Primary Source No

9) Interviews with veteran soldiers of the Battle of Gettysburg.
Primary Source No

10) Painting of Pickett's Charge
Primary Source No

Question 10



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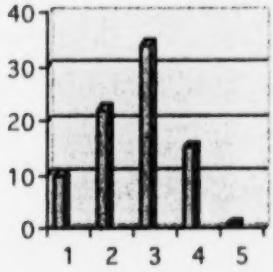

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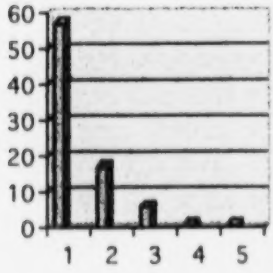
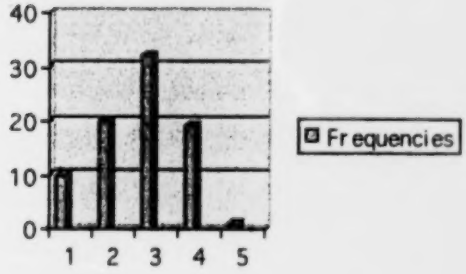


Appendix II

Frequency Histograms for questions 4 - 30

Question 4



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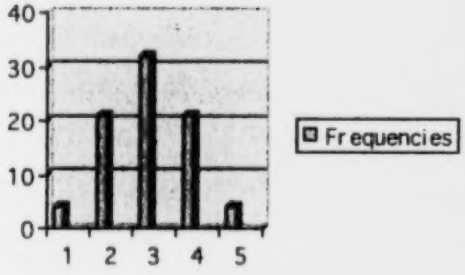

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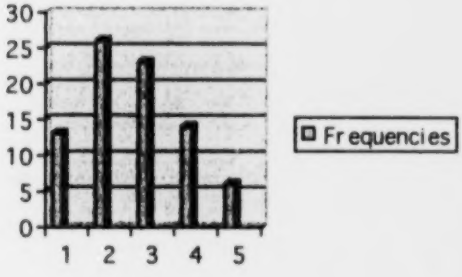

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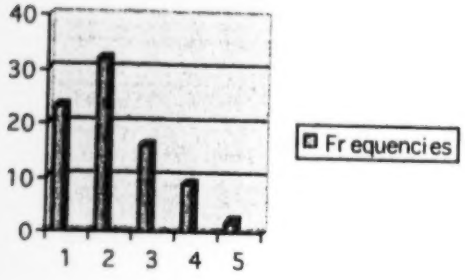
Question 13



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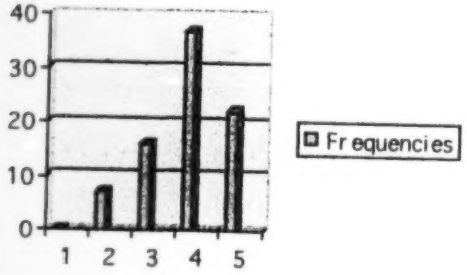

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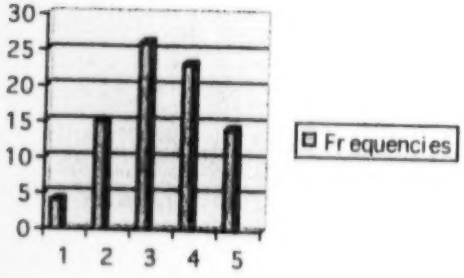

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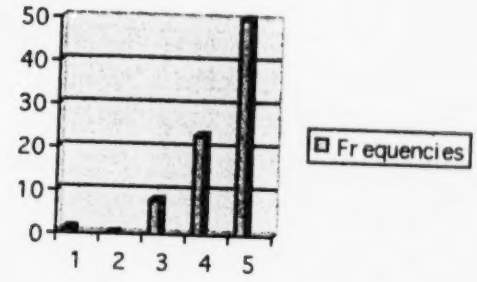

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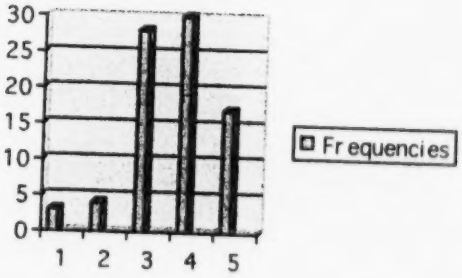

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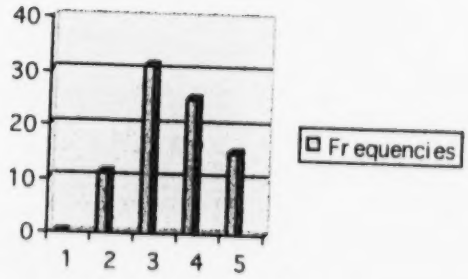

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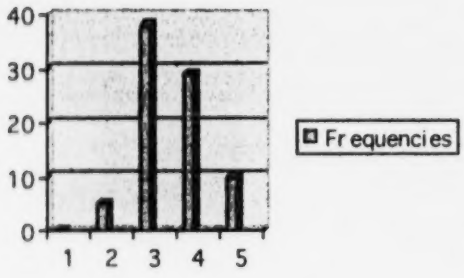

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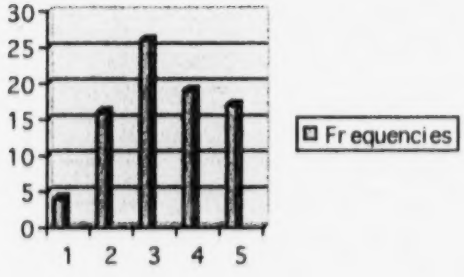

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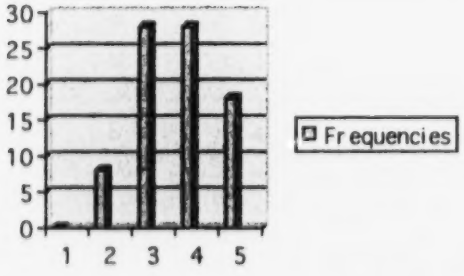

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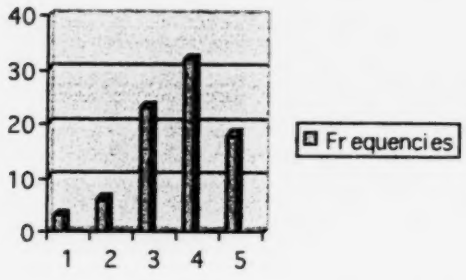

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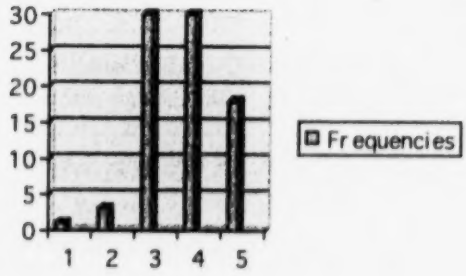

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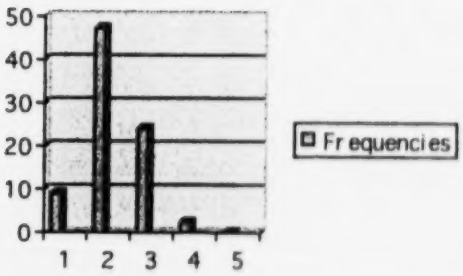

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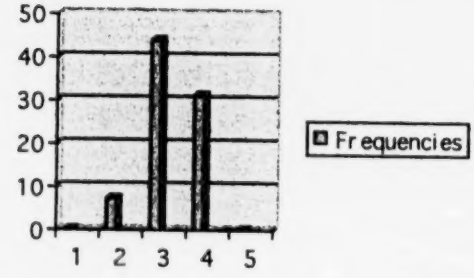

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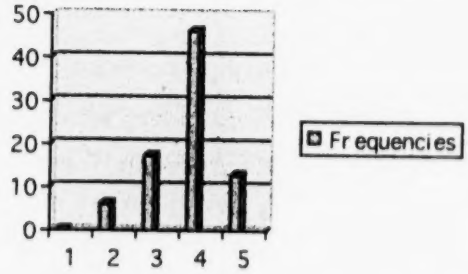

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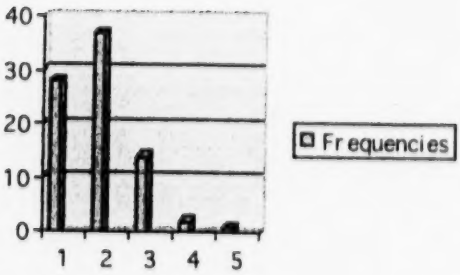

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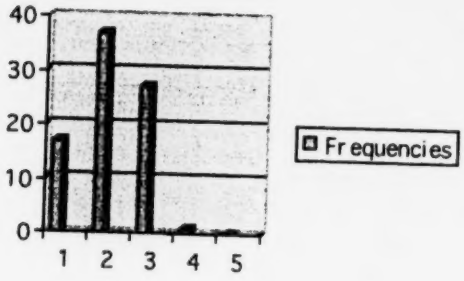

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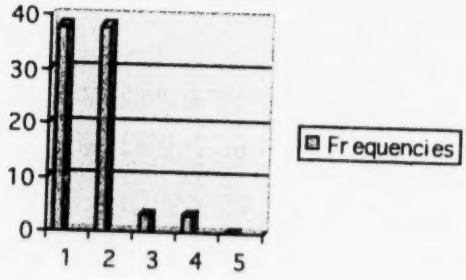

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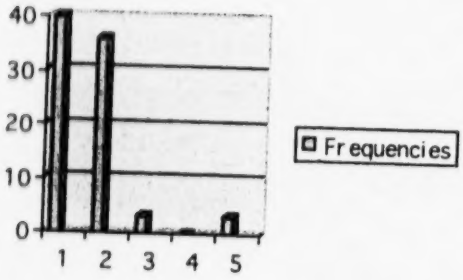

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